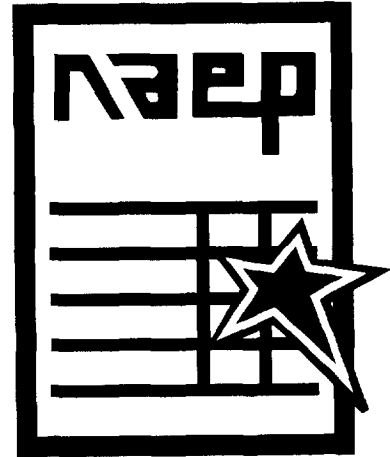


**THE NATION'S  
REPORT  
CARD**



**1994 Assessment  
READING-PUBLIC RELEASE  
Grade 8**

**Number of Items: 20**

## SECTION 23

## Section 23

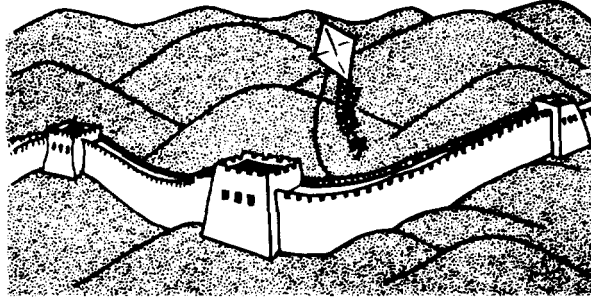
In this section, you will have 25 minutes to read a story and answer 11 questions about it. Mark your answers in your booklet. Fill in only one oval for each question or write your answer on the lines. Please think carefully about your answers. When you are writing your answers, be sure that your handwriting is clear.

Do not go past the STOP sign at the end of the section. If you finish before time is called, you should go over your work again and change anything that you think will make your answers better.

PLEASE TURN THE PAGE AND BEGIN READING NOW.

RAY BRADBURY

## The Flying Machine



In the year A.D. 400, the Emperor Yuan held his throne by the Great Wall of China, and the land was green with rain, readying itself toward the harvest, at peace, the people in his dominion neither too happy nor too sad.

Early on the morning of the first day of the first week of the second month of the new year, the Emperor Yuan was sipping tea and fanning himself against a warm breeze, when a servant ran across the scarlet and blue garden tiles, calling, "Oh, Emperor, Emperor, a miracle!"

"Yes," said the Emperor, "the air is sweet this morning."

"No, no, a miracle!" said the servant, bowing quickly.

"And this tea is good in my mouth, surely that is a miracle."

"No, no, Your Excellency."

"Let me guess then—the sun has risen and a new day is upon us. Or the sea is blue. That now is the finest of all miracles."

"Excellency, a man is flying!"

"What?" The Emperor stopped his fan.

"I saw him in the air, a man flying with wings. I heard a voice call out of the sky, and when I looked up, there he was, a dragon in the heavens with a man in its mouth, a dragon of

paper and bamboo, colored like the sun and the grass."

"It is early," said the Emperor, "and you have just wakened from a dream."

"It is early, but I have seen what I have seen! Come, and you will see it too."

"Sit down with me here," said the Emperor. "Drink some tea. It must be a strange thing, if it is true, to see a man fly. You must have time to think of it, even as I must have time to prepare myself for the sight."

They drank tea.

"Please," said the servant at last, "or he will be gone."

The Emperor rose thoughtfully. "Now you may show me what you have seen."

They walked into a garden, across a meadow of grass, over a small bridge, through a grove of trees, and up a tiny hill.

"There!" said the servant.

The Emperor looked into the sky,

And in the sky, laughing so high that you could hardly hear him laugh, was a man; and the man was clothed in bright papers and reeds to make wings and a beautiful yellow tail, and he was soaring all about like the largest bird in a universe of birds, like a new dragon in a land of ancient dragons.

The man called down to them from high in the cool winds of morning. "I fly! I fly!"

The servant waved to him. "Yes, yes!"

The Emperor Yuan did not move. Instead, he looked at the Great Wall of China now taking shape out of the farthest mist in the green hills, that splendid snake of stones which writhed with majesty across the entire land. That wonderful wall which had protected them for a timeless time from enemy hordes and preserved peace for years without number. He saw the town, nestled to itself by a river and a road and a hill, beginning to waken.

"Tell me," he said to his servant, "has anyone else seen this flying man?"

"I am the only one, Excellency," said the servant, smiling at the sky, waving.

The Emperor watched the heavens another minute and then said, "Call him down to me."

"Ho, come down, come down! The Emperor wishes to see you!" called the servant, hands cupped to his shouting mouth.

The Emperor glanced in all directions while the flying man soared down the morning wind. He saw a farmer, early in his fields, watching the sky, and he noted where the farmer stood.

The flying man alit with a rustle of paper and a creak of bamboo reeds. He came proudly to the Emperor, clumsy in his rig, at last bowing before the old man.

"What have you done?" demanded the Emperor.

"I have flown in the sky, Your Excellency," replied the man.

"What have you done?" said the Emperor again.

"I have just told you!" cried the flier.

"You have told me nothing at all."

The Emperor reached out a thin hand to touch the pretty paper and the bird-like keel of the apparatus. It smelled cool, of the wind.

"Is it not beautiful, Excellency?"

"Yes, too beautiful."

"It is the only one in the world!" smiled the man. "And I am the inventor."

"The only one in the world?"

"I swear it!"

"Who else knows of this?"

"No one. Not even my wife, who would think me mad with the sun. She thought I was making a kite. I rose in the night and walked to the cliffs far away. And when the morning breezes blew and the sun rose, I gathered my courage, Excellency, and leaped from the cliff. I flew! But my wife does not know of it."

"Well for her, then," said the Emperor. The sun was full in the sky now, and the smell of the grass was refreshing. The Emperor, the servant, and the flier paused within the huge garden.

The Emperor clapped his hands, "Ho, guards!"

The guards came running.

"Hold this man."

The guards seized the flier.

"Call the executioner," said the Emperor.

"What's this!" cried the flier, bewildered.

"What have I done?" He began to weep, so that the beautiful paper apparatus rustled.

"Here is the man who has made a certain machine," said the Emperor, "and yet asks us what he has created. He does not know himself. It is only necessary that he create, without knowing why he has done so, or what this thing will do."

The executioner came running with a sharp silver ax. He stood with his naked, large-muscled arms ready, his face covered with a serene white mask.

"One moment," said the Emperor. He turned to a nearby table upon which sat a machine that he himself had created. The Emperor took a tiny golden key from his own neck. He fitted this key to the tiny, delicate machine and wound it up. Then he set the machine going

The machine was a garden of metal and jewels. Set in motion, birds sang in tiny metal trees, wolves walked through miniature forests, and tiny people ran in and out of sun and shadow, fanning themselves with miniature fans, listening to the tiny emerald birds, and standing by impossibly small but tinkling fountains.

"Is it not beautiful?" said the Emperor. "If you asked me what I have done here, I could answer you well. I have made birds sing, I have made forests murmur, I have set two people to walking in this woodland, enjoying the leaves and shadows and songs. That is what I have done."

"But, oh, Emperor!" pleaded the flier, on his knees, the tears pouring down his face. "I have done a similar thing! I have found beauty. I have flown on the morning wind. I have looked down on all the sleeping houses and gardens, I have smelled the sea and even seen it, beyond the hills, from my high place. And I have soared like a bird; oh, I cannot say how beautiful it is up there, in the sky, with the wind about me, the wind blowing me here like a feather, there like a fan, the way the sky smells in the morning! And how free one feels! That is beautiful, Emperor, that is beautiful too!"

"Yes," said the Emperor sadly, "I know it must be true. For I felt my heart move with you in the air, and I wondered: What is it like? How does it feel? How do the distant pools look from so high? And how my house and servants? Like ants? And how the distant towns not yet awake?"

"Then spare me!"

"But there are times," said the Emperor, more sadly still, "when one must lose a little beauty if one is to keep what little beauty one already has. I do not fear you, yourself, but I fear another man,"

"What man?"

"Some other man who, seeing you, will build a thing of bright papers and bamboo like this. But the other man will have an evil face and an evil heart, and the beauty will be gone.

It is this man I fear."

"Why? Why?"

"Who is to say that someday just such a man, in just such an apparatus of paper and reed, might not fly in the sky and drop huge stones upon the Great Wall of China?" said the Emperor.

No one moved or said a word.

"Off with his head," said the Emperor.

The executioner whirled his silver ax.

"Burn the kite and the inventor's body, and bury their ashes together," said the Emperor.

The servant retreated to obey.

The Emperor turned to his hand servant, who had seen the man flying, "Hold your tongue. It was all a dream, a most sorrowful and beautiful dream. And that farmer in the distant field who also saw, tell him it would pay him to consider it only a vision. If ever the word passes around, you and the farmer die within the hour."

"You are merciful, Emperor."

"No, not merciful," said the old man.

Beyond the garden wall he saw the guards burning the beautiful machine of paper and reeds that smelled of the morning wind. He saw the dark smoke climb into the sky. "No, only very much bewildered and afraid." He saw the guards digging a tiny pit wherein to bury the ashes. "What is the life of one man against those of a million others? I must take solace from that thought."

He took the key from its chain, about his neck and once more wound up the beautiful miniature garden. He stood looking out across the land at the Great Wall, the peaceful town, the green fields, the rivers and streams. He sighed. The tiny garden whirled its hidden and delicate machinery and set itself in motion; tiny people walked in forests, tiny foxes loped through sun-speckled glades in beautiful shining pelts, and among the tiny trees flew little bits of high song and bright blue and yellow color, flying, flying, flying in that small sky.

"Oh," said the Emperor, closing his eyes, "look at the birds, look at the birds!"

WO000189

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Ray Bradbury.

1. Which group of words best helps you to understand the message of this story?

A Strength, joy, humor

B Foolishness, anger, endurance

C Communication, friendship, honesty

D Fear, frustration, bewilderment

WO000301

2. Why does the Emperor ask the inventor twice, "What have you done?"

WO000308

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3. The Emperor seems to view the Great Wall as a

A protector of his way of life

B popular tourist attraction

C symbol of the human spirit

D way to prevent people from escaping

WO000304

4. Why did the Emperor ask the servant if anyone else had seen the inventor flying?

WO000305

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5. What does the flying machine symbolize in this story?

WO000307

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- WO000671

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



7. The Emperor did not rush out to see the flying machine when his servant first told him about it because the Emperor

**A** was too frail to run  
**B** had just awakened from a dream  
**C** wanted time to think about what it might mean  
**D** was testing the servant's loyalty to him

WO000306

8. Think about the impact of inventions on your life and the Emperor's decision to kill the inventor. Do you agree or disagree with the Emperor's decision? Tell why.

WO000318

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9. The Emperor suggests that creative talents should be used to

**A** build airplanes  
**B** make elaborate toys  
**C** tear down walls  
**D** discipline servants

WO000309

10. Who does the Emperor believe should be responsible for an invention?  
Why does he think this?

WO000316

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11. What is the major conflict in the story?

WO000312

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## NAEP READING CLASSIFICATION CODES

### PROP

NAVER - NAEP Verbal

### FIELD 1

N29R Reading

### FIELD 2

1 - Grade 4  
1/2 - Grades 4 and 8  
2 Grade 8  
2/3 Grades 8 and 12  
3 Grade 12

### FIELD 3

MC - Multiple Choice  
SCR - Short Constructed Response  
ECR - Extended Constructed Response

### FIELD 4

IU - Initial Understanding  
DI - Developing an Interpretation  
PR - Personal Response  
CS - Critical Stance

### FIELD 5

Lit - Literary  
Inf - Informative  
Tsk - Task

Ž (Branched if **Literary** option  
is selected in Field 5)

### FIELD 6

WTT - Within text theme  
AT - Abstract theme  
CT - Character traits  
CF - Character functions  
ME - Major Events  
PRO - Problem  
CON - Conflict  
RES - Resolution  
SET - Setting  
VOC - Vocabulary  
LD - Literary Devices

Ž (Branched if **Informative** option  
is selected in Field 5)

### FIELD 6

CP - Central Purpose  
MI - Major Ideas  
SI - Supporting Ideas  
AA - Adjunct Aids  
VOC - Vocabulary

Ž (Branched if **Task** option  
is selected in Field 5)

### FIELD 6

CP - Central Purpose  
KI - Key Information  
KOF - Key organizing Features  
KG - Key Graphics  
IKF - Interrelationship of Key Features  
VOC - Vocabulary

# 1994 Reading Items

GRADE: 08

BLOCK: 25R3

RELEASE

| <u>ITEM</u> | <u>NAEP ID</u> | <u>SHORT DESCRIPTION</u>                      | <u>KEY</u> | <u>CONTENT</u> | <u>PROCESS</u> | <u>P - VALUE</u> | <u>STATUS</u> |
|-------------|----------------|---|------------|----------------|----------------|------------------|---------------|
| 1           | RO13101        | FLYING MACHINE:WORDS HELP UNDERSTAND-FEAR     | 4          | 1              | 1              | 0.470            | P             |
| 2A          | RO13102        | FLYING MACHINE: (OE)EMPEROR ASKS INVENTOR     |            | 1              | 2              | 0.517            | P             |
| 3           | RO13103        | FLYING MACHINE:EMPEROR VIEWS WALL-PROTECTOR   | 1          | 1              | 2              | 0.733            | P             |
| 4A          | RO13104        | FLYING MACHINE:(OE)EMP ASKS SERVANT-WHO ELSE  |            | 1              | 2              | 0.622            | P             |
| 5A          | RO13105        | FLYING MACHINE: (OE) MACHINE SYMBOLIZES       |            | 1              | 4              | 0.283            | P             |
| 6A          | RO13106        | FLYING MACHINE: (OE) WOULD EMPEROR AGREE      |            | 1              | 3              | 0.432            | P             |
| 7           | RO13107        | FLYING MACHINE: EMP NOT RUSH TO SEE-TO THINK  | 3          | 1              | 2              | 0.585            | P             |
| 8A          | RO13108        | FLYING MACHINE: (OE) AGREE WITH EMPEROR       |            | 1              | 3              | 0.001            | P             |
| 9           | RO13109        | FLYING MACHINE: TALENTS SHOULD BE USED-TOYS   | 2          | 1              | 2              | 0.357            | P             |
| 10A         | RO13110        | FLYING MACHINE: (OE) WHO RESPONS - INVENTIONS |            | 1              | 4              | 0.466            | P             |
| 11A         | RO13111        | PLYING MACHINE: (OE) MAJOR CONFLICT           |            | 1              | 2              | 0.171            | P             |

**Content:** 1 = Literary Experience  
 2 = To get information  
 3 = To perform a task

**Process:** 1 = Initial understanding  
 2 = Develop understanding  
 3 = Personal response  
 4 = Critical stance

Item Number: 1      Accession Number: W0000301  
Key: D  
Classification Codes:  
N23R 2/3    LIT    SH    IU    AT    NA

Item Number: 2      Accession Number: W0000308  
Key: NONE  
Classification Codes:  
N23R 03    LIT    SH    DAI    ME    NA  
\*N23R 02    LIT    SH    DAI    ME    NA

Item Number: 3      Accession Number: W0000304  
Key: A  
Classification Codes:  
N23R 2/3    LIT    SH    DAI    AT    NA

Item Number: 4      Accession Number: W0000305  
Key: NONE  
Classification Codes:  
N23R 02    LIT    SH    DAI    PRB    NA  
\*N23R 03    LIT    SH    DAI    PRB    NA

Item Number: 5      Accession Number: W0000307  
Key: NONE  
Classification Codes:  
N23R 02    LIT    SH    CS    LD    NA  
\*N23R 03    LIT    SH    CS    LD    NA

Item Number: 6      Accession Number: W0000671  
Key: NONE  
Classification Codes:  
N23R 03    LIT    SH    PR    AT    NA  
\*N23R 02    LIT    SH    PR    AT    NA

Item Number: 7      Accession Number: W0000306  
Key: C  
Classification Codes:  
N23R 2/3    LIT    SH    DAI    CT    NA

Item Number: 8      Accession Number: W0000318  
Key: NONE  
Classification Codes:  
N23R 03    LIT    SH    PR    AT    NA  
\*N23R 02    LIT    SH    PR    AT    NA

Item Number: 9      Accession Number: W0000309  
Key: B  
Classification Codes:  
N23R 2/3    LIT    SH    DAI    SLT    NA

Item Number: 10      Accession Number: W0000316

Key:    NONE

Classification Codes:

|       |    |     |    |    |       |     |
|-------|----|-----|----|----|-------|-----|
| N23R  | 03 | LIT | SH | CS | F M C | N A |
| *N23R | 02 | LIT | SH | CS | F M C | N A |

Item Number: 11      Accession Number: W0000312

Key:    NONE

Classification Codes:

|       |    |     |    |     |       |     |
|-------|----|-----|----|-----|-------|-----|
| N23R  | 03 | LIT | SH | DAI | C O N | N A |
| *N23R | 02 | LIT | SH | DAI | C O N | N A |

Item Number: 2 Accession Number: WO000308

Key: NONE

Classification Codes:

|       |    |     |    |     |    |    |
|-------|----|-----|----|-----|----|----|
| N23R  | 03 | LIT | SH | DAI | ME | NA |
| *N23R | 02 | LIT | SH | DAI | ME | NA |

Why does the Emperor ask the inventor twice, "What have you done?"

Rationale Text:

**4 = Acceptable**

Appropriate answers indicate either that the Emperor wanted the inventor to see the error of his ways or that the Emperor was not getting the answer that he wanted from the inventor.

**1 = Unacceptable**

Inappropriate answers provide an explanation that is inconsistent with the information contained in the story. For example:

The Emperor was hard of hearing.

The inventor was not speaking clearly.

Item Number: 4 Accession Number: WO000305

Key: NONE

Classification Codes:

|       |    |     |    |     |     |    |
|-------|----|-----|----|-----|-----|----|
| N23R  | 02 | LIT | SH | DAI | PRB | NA |
| *N23R | 03 | LIT | SH | DAI | PRB | NA |

Why did the Emperor ask the servant if anyone else had seen the inventor flying?

Rationale Text:

**4 = Acceptable**

Acceptable answers indicate one of the following:

The Emperor was worried that the news about the invention would spread.

He may have had plans to locate anyone else who saw the invention and have them killed as well.

**1 = Unacceptable**

Because he thought he was dreaming.

The Emperor wanted to say he saw it first.



Item Number: 5 Accession Number: WO000307

Key: NONE

Classification Codes:

|       |    |     |    |    |    |    |
|-------|----|-----|----|----|----|----|
| N23R  | 02 | LIT | SH | CS | LD | NA |
| *N23R | 03 | LIT | SH | CS | LD | NA |

What does the flying machine symbolize in this story?

Rationale Text:

**4 = Acceptable**

Acceptable responses indicate one of the following:

that it symbolizes scientific progress or innovation which threatens the Emperor's policy of isolationism

it symbolizes the conflict in the Emperor's mind between isolationism and progress  
how things are changing  
freedom  
creativity  
threat

**1 = Unacceptable**

a bird  
a plane  
wanting to fly  
the race against time  
a dragon  
invention  
jealousy

Item Number: 6 Accession Number: WO000671

Key: NONE

Classification Codes:

|       |    |     |    |    |    |    |
|-------|----|-----|----|----|----|----|
| N23R  | 03 | LIT | SH | PR | AT | NA |
| *N23R | 02 | LIT | SH | PR | AT | NA |

Some people could believe that "The only circumstance in which we are justified in taking the life of another person is in self-defense." Would the Eperor agree with this statement? Explain why or why not, using the information contained in the story.

Rationale Text:

**SCORING GUIDE**

**Stance**

Critical Stance

**General Scoring Rubric**

Demonstrates an understanding of the character of the Emperor and the meaning of "justifiable killing." Understands the potential for subverting good inventions to evil. The reader may construe. "self defense" as referring to defending the Emperor himself or society in general.

**Scoring Rationale**

The directions require students to

1. provide evidence that they understand justifiable killing in self-defense;
2. provide evidence that they understand the charecter of the Emperor.

1. Unsatisfactory.

These responses demonstrate little, no, or an incorrect understanding of justifiable killing or the charecter of the Emperor by providing bits of information from the story that do not address the issue raised by the question. For example:

- a. "The Emperor would agree because of all of the things he has done to hurt people."
- b. "This story is about a flying machine."
- c. "The Emperor wouldn't because he executed people."

2. Partial.

These responses demonstrate some understanding of the character of the Emperor or justifiable killing by providing an explanation of only one of these points. For example:

- a. "The Emperor would agree with the statement because he believes it is justified to take someone's life in self-defense."
- b. "No. He believes it is his responsibility to protect the people."

3. Essential.

These responses demonstrate a basic understanding of the character of the Emperor and justifiable killing by providing an opinion about the Emperor's stance on the issue and interpreting events in the story as a way of explaining what the Emperor's stance would be. The stance taken in the response may not be explicitly stated, but is clearly implied.

a. "No, the Emperor would not agree. He murdered the defenseless inventor."

b. "No, the Emperor would not agree because he destroyed the invention and threatened to kill anyone who even saw it."

c. "Yes, the Emperor may agree because he felt that killing the inventor was in defense of their land and lifestyle."

4. Extensive.

These responses demonstrate an in-depth understanding of the Emperor's character by providing an explanation of his philosophy of justifiable killing and an explanation based on the events and actions of the story that help in interpreting the behavior of the Emperor. For example:

a. "No, the Emperor would not agree. The Emperor seems to believe that it is more important to protect the safety of all of the people by looking at things from the worst possible viewpoint. Instead of thinking about all of the great things that a flying machine could do for his people (like increase travel and exchange of goods) he is threatened by it."

b. "I don't know what the Emperor would think. On the one hand, he seemed to recognize the great beauty and potential of the flying machine, but on the other hand, his own fear of what could possibly happen in the future led him to justify in his own mind killing the inventor and threatening to kill anyone who even knew of the invention. I think that at one level he knows he's wrong to be so worried about progress, and at another level he feels that it is safest to be conservative."

Item Number 8      Accession Number W0000318

Key: NONE

Classification Codes:

|       |    |     |    |    |    |    |
|-------|----|-----|----|----|----|----|
| N23R  | 03 | LIT | SH | PR | AT | NA |
| *N23R | 02 | LIT | SH | PR | AT | NA |

Think about the impact of inventions on your life and the Emperor's decision to kill the inventor. Do you agree or disagree with the Emperor's decision? Tell why.

Rationale Text:

#### **4 = Acceptable**

Acceptable answers identify an appropriate invention--one that could be both good and bad -- or explain why the invention supports/counters the Emperor's decision.

For example, some students might cite the invention of atomic energy and say that the Emperor was wrong to control progress the way he did since he might have cheated his people out of life-saving medicine because it had the potential to be abused.

"Airplanes are a good means of transportation, but they can also be used to drop bombs. The Emperor was afraid the flying machine might eventually be used to destroy his country."

"The invention of the telephone has had a great impact on our lives. If someone had stopped the invention of it, like the Emperor did, long distance communication and international relations would not exist as we know it."

#### **3 = Partial**

Partial answers may discuss the impact of inventions on our lives or the appropriateness of the Emperor's decision, but the ideas are not linked so that the Emperor's decision is supported or countered.

"Computers have made such an impact on our lives today. I don't know where we would be if we didn't have them. The Emperor was wrong."

"The Emperor was just a frightened old man. He was foolish for not allowing the inventor to show off his wonderful flying machine. I think airplanes are wonderful."

#### **1 = Unacceptable**

"Microwave ovens let me cook faster."

Any answer that does not identify a specific invention. "We have many wonderful inventions today. The Emperor doesn't care about anything but himself."

Item Number: 10 Accession Number: WO000316

Key: NONE

Classification Codes:

|       |    |     |    |    |     |    |
|-------|----|-----|----|----|-----|----|
| N23R  | 03 | LIT | SH | Cs | FMc | NA |
| *N23R | 02 | LIT | SH | Cs | FMc | NA |

Who does the Emperor believe should be responsible for an invention? Why does he think this?

Rationale Text:

**4 = Acceptable**

Acceptable responses must answer both of the posed questions and may include the following:

He (the Emperor) thinks this way because he believes that progress will destroy their peaceful existence.

If the inventor realizes that his/her invention may destroy or alter their peaceful existence, then it should not be invented.

The Emperor, because he is the ruler.

The Emperor, so he can control its use.

**1 = Unacceptable**

Answers that state only the consequences - "he will be killed"

"The servant"

"He does because he wants it to be his invention."

Item Number: 11 Accession Number: WO000312

Key: NONE

Classification Codes:

|       |    |     |    |     |     |    |
|-------|----|-----|----|-----|-----|----|
| N23R  | 03 | LIT | SH | DAI | CON | NA |
| *N23R | 02 | LIT | SH | DAI | CON | NA |

What is the major conflict in the story?

Rationale Text:

**4 = Acceptable**

Appropriate answers identify a conflict in the story either at the story level or the theme level. Acceptable conflicts include:

- The Emperor wanted things to stay the same but the inventor introduced change (in the form of the flying machine).
- The Emperor struggles with himself about allowing progress while trying to contain its evil effects.
- The basic conflict is between good and evil. Good being either the protection of the status quo or the introduction of new technology; bad being either the protection of the status quo or the introduction of new technology.
- The basic conflict is between progress and tradition. Progress as represented by the flying machine, and tradition as represented by the Emperor.

**1 = Unacceptable**

Student Sample Responses

2. Why does the Emperor ask the inventor twice, "What have you done?"

The inventor had not realized the effects of his invention and the emperor wanted him to realize all the good that could come out of his invention, the inventor only thought it a thing of beauty.

Level:

Acceptable (4)

2. Why does the Emperor ask the inventor twice, "What have you done?"

Because maybe he didn't hear him the first time.

Level:

Unacceptable (1)

Student Sample Responses

4. Why did the Emperor ask the servant if anyone else had seen the inventor flying?

Because he didnt want the  
word geting around about the  
flying machine.

Level:

Acceptable (4)

4. Why did the Emperor ask the servant if anyone else had seen the inventor flying?

Because the king thought he  
had just awoken and he thought  
it was just in the servants  
dreams.

Level:

Unacceptable (1)



Student Sample Responses

5. What does the flying machine symbolize in this story?

Maybe the loss of isolationism and the beginning of cultural interdependence and diffusion, which was obviously what the Emperor did not want.

Level:

Acceptable (4)

5. What does the flying machine symbolize in this story?

It is a kite.

Level:

Unacceptable (1)

Student Sample Responses

6. Some people could believe that "The only circumstance in which we are justified in taking the life of another person is in self-defense." Would the Emperor agree with this statement? Explain why or why not, using the information contained in the story.

I think that the Emperor agrees with this statement because he fears that the peace of his country will be destroyed. The Emperor sees the flying machine as a threat instead of a way of transportation or sheer joy. The Emperor is perhaps against advancement because he feels that it only allows for a way for people to tear down the Great Wall.

The Emperor has the inventor executed because he fears the defense of his country. By allowing people to gain knowledge of this flying machine, the Emperor feels that the "evil" people will use it against the country. Therefore, the Emperor feels justified in having the inventor put to death.

Level:

Extensive (4)

Student Sample Responses

6. Some people could believe that "The only circumstance in which we are justified in taking the life of another person is in self-defense." Would the Emperor agree with this statement? Explain why or why not, using the information contained in the story,

No, I don't think he would agree with this statement because he is a person who wants things done his way because he is the boss. And even if he did agree with it he is too proud to admit it. The Emperor believes that if this intention is seen around, others will use the idea and invent something much better and they will use this to escape over the Great Wall of China.

Level:

Essential (3)

6. Some people could believe that "The only circumstance in which we are justified in taking the life of another person is in self-defense." Would the Emperor agree with this statement? Explain why or why not, using the information contained in the story.

He would disagree. The Emperor thinks he can take anyone's life whenever he feels like it.

Level:

Partial (2)

Student Sample Responses

6. Some people could believe that “The only circumstance in which we are justified in taking the life of another person is in self-defense.” Would the Emperor agree with this statement? Explain why or why not, using the information contained in the story.

No, because all of the people  
in his town are joyful people.

**Level:**

**Unsatisfactory (1)**

Student Sample Responses

8. Think about the impact of inventions on your life and the Emperor's decision to kill the inventor. Do you agree or disagree with the Emperor's decision? Tell why.

I disagree because I think the Emperor is stunting the progress of the people. I think he wants to keep them at the same level that they are at and that is not fair to them. They deserve to advance and become better.

Level:

Acceptable (4)

8. Think about the impact of inventions on your life and the Emperor's decision to kill the inventor. Do you agree or disagree with the Emperor's decision? Tell why.

I disagree because the machine in one way or another could have been an advantage to him against his enemies.

Level:

Partial (3)

## Student Sample Responses

8. Think about the impact of inventions on your life and the Emperor's decision to kill the inventor. Do you agree or disagree with the Emperor's decision? Tell why.

NO, because if he is  
smart enough to invent  
something he should  
be allowed to do it

**Level:**

**Unacceptable (1)**

Student Sample Responses

10. Who does the Emperor believe should be responsible for an invention?  
Why does he think this?

He thinks the one to be responsible  
for an invention is, the inventor, himself  
cause the emperor believes that those with  
great talent, should use it wisely.

Level:

Acceptable (4)

10. Who does the Emperor believe should be responsible for an invention?  
Why does he think this?

The evil man with an evil heart.

Level:

Unacceptable (1)

Student Sample Responses

11. What is the major conflict in the story?

Whether to save the Emperor  
and his people from an invention that  
may be used against them, or let  
the city grow in knowledge with  
this new invention and take chances.

Level:

Acceptable (4)

11. What is the major conflict in the story?

The emperor is jealous  
because someone else  
invented something.

Level:

Unacceptable (1)



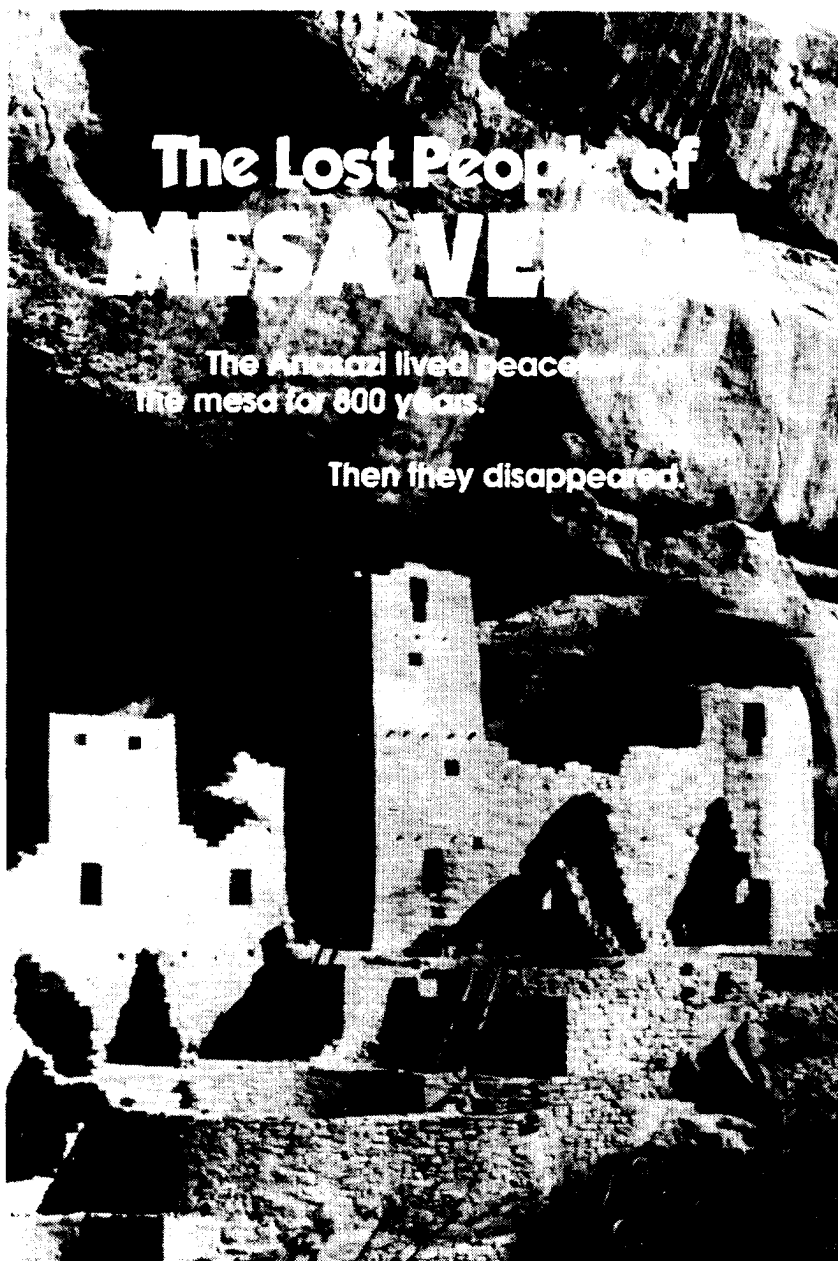
# SECTION 23

Section 23

In this section, you will have 25 minutes to read an article and answer 9 questions about it. Mark your answers in your booklet. Fill in only one oval for each question or write your answer on the lines. Please think carefully about your answers. When you are writing your answers, be sure that your handwriting is clear.

Do not go past the STOP sign at the end of the section. If you finish before time is called, you should go over your work again and change anything that you think will make your answers better.

PLEASE TURN THE PAGE AND BEGIN READING NOW.



By Elsa Marston

The Image Bank

In the dry land of southwestern Colorado a beautiful plateau rises. It has so many trees that early Spanish explorers called it Mesa Verde, which means “green table.” For about eight hundred years Native Americans called the Anasazi lived on this mesa. And then they left. Ever since the cliff houses were first discovered a hundred years ago, scientists and historians have wondered why.

Anasazi is a Navajo word meaning “the ancient ones.” When they first settled there, around 500 A. D., the Anasazi lived in alcoves in the walls of the high canyons. Later they moved to the level land on top, where they built houses of stone and mud mortar. As time passed, they constructed more elaborate houses, like apartment buildings, with several families living close together.

The Anasazi made beautiful pottery, turquoise jewelry, fine sashes of woven hair, and baskets woven tightly enough to hold water. They lived by hunting and by growing corn and squash. Their way of life went on peacefully for several hundred years.

Then around 1200 A.D. something strange happened, for which the reasons are not quite clear. Most of the people moved from the level plateau back down into alcoves in the cliffs. The move must have made their lives difficult because they had to climb back up to the plateau to do the farming. But it seems the Anasazi planned to stay in the canyon walls, for they soon filled the

alcoves with amazing cliff dwellings. "Cliff Palace," the most famous of these, had more than two hundred rooms.

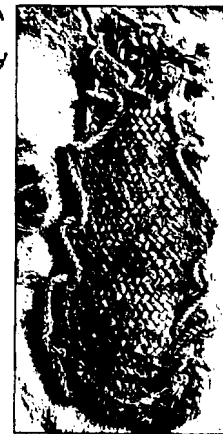
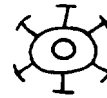
For all the hard work that went into building these new homes, the Anasazi did not live in them long. By 1300 A.D. the cliff dwellings were empty. Mesa Verde was deserted and remained a ghost country for almost six hundred years. Were the people driven out of their homes by enemies? No sign of attack or fighting, or even the presence of other tribes, has been found.

Archaeologists who have studied the place now believe there are other reasons. Mesa Verde, the beautiful green table, was no longer a good place to live. For one thing, in the second half of the thirteenth century there were long periods of cold, and very little rain fell—or else it came at the wrong time of year. Scientists know this from examining the wood used in the cliff dwellings. The growth rings in trees show good and bad growing seasons. But the people had survived drought and bad weather before, so there must have been another reason.

As the population grew, more land on the mesa top had to be farmed in order to feed the people. That meant that trees had to be cut to clear the land and also to use



The sturdy baskets, woven sandals, and beautiful pottery left behind by the Anasazi may be 1,000 years old.



Bureau of Land Management—Anasazi Heritage Center Collections

for houses and fuel. Without the forests, the rain began to wash away the mesa top.

How do we know about erosion problems that happened about eight hundred years ago? The Anasazi built many low dams across the smaller valleys on the mesa to slow down rain runoff. Even so, good soil washed away, and the people could no longer raise enough food. As the forests dwindled, the animals, already overhunted, left the mesa for mountainous areas with more trees.

And as the mesa "wore out," so did the people. It appears that the Anasazi were not healthy. Scientists can learn a lot about ancient people's health by studying the bones and teeth found in burials. The mesa dwellers had arthritis, and their teeth

were worn down by the grit in corn meal, a main part of their diet.

As food became scarce, people grew weaker. Not many lived beyond their twenties. Women died very young, and few babies survived. Living so close together in the cliff houses, where everyone was hungry and worried, the people must have suffered from emotional strain. They probably quarreled often.

In the end the Anasazi must have given up hope that things would get better.

Families packed up and Mesa Verde was forgotten. too hard could not support  
 went away. Of course, the In time the trees grew them forever.  
 “ancient ones” did not back and the plateau became Yet in their cliff houses  
 simply disappear. They green once more. But, for the and crafts the “ancient  
 moved southeast to another Anasazi it was too late. ones” left us a superb monu-  
 area and mingled with other Although they respected ment. It is truly one of the  
 peoples. After a while their nature and tried to farm most fascinating pictures of  
 heritage as the people of the wisely, land that was used America’s past.

WO000822

Used by permission of Highlights for Children, Inc.,  
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1. After reading this article, what do you think is the most important information about the Anasazi?

WO000823

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2. The three moves made by the Anasazi are listed below. Explain the possible reasons that were suggested in the article for each move.

WO000824

500-1200 A.D. — The Anasazi moved from the alcoves to the top of Mesa Verde.

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1200 A.D.—The Anasazi moved back down into the alcoves in the cliffs.

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1300 A.D.—The Anasazi left Mesa Verde.

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3. If you had lived with the Anasazi at Mesa Verde, would you have preferred living on the top of the mesa or in the cliff houses built into the alcoves? Explain your preference by using information from the article.

WO000826

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4. If you could talk to the author of this article, what is one question you could ask her about the Anasazi that is not already answered in the article? Explain why you would want to know this information.

WO000827

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5. Which idea from the text about the Anasazi do the photographs support?

**A** They were able to create many useful objects.

**B** Farming was probably their major source of food.

**C** Wood seems to have been their primary building material.

**D** Their life became much easier when they moved into the cliff dwellings.

WO000828

6. Imagine that you are living with the people of Mesa Verde during the 1200's when they left the mesa. Some of your friends and neighbors do not want to leave the area. Based on information in the article, what would you tell these people to convince them to leave?

WO000829

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7. The Anasazi's life before 1200 A.D. was portrayed by the author as being

- A dangerous and warlike
- B busy and exciting
- C difficult and dreary
- D productive and peaceful

WO000831

8. The title and photograph on the first page of the article are probably meant to make the disappearance of the Anasazi seem to be

- A a personal tragedy
- B a terrible mistake
- C an unsolved mystery
- D an important political event

WO000833



9. Some people say that the Anasazi's success as a civilization may have actually caused their own decline. Using information in the article, explain why you agree or disagree with this statement.
- WO000832

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

## NAEP READING CLASSIFICATION CODES

### PROP

NAVER - NAEP Verbal

### FIELD 1

N29R Reading

### FIELD 2

1 - Grade 4  
1/2 - Grades 4 and 8  
2 Grade 8  
2/3 Grades 8 and 12  
3 Grade 12

### FIELD 3

MC - Multiple Choice  
SCR - Short Constructed Response  
ECR - Extended Constructed Response

### FIELD 4

IU - Initial Understanding  
DI - Developing an interpretation  
PR - Personal Response  
CS - Critical Stance

### FIELD 5

Lit - Literary  
Inf - Informative  
Tsk - Task

Ž( Branched if **Literary** option  
is selected in Field 5)

### FIELD 6

WTT - Within text theme  
AT - Abstract theme  
CT - Character traits  
CF - Character functions  
ME - Major Events  
PRO - Problem  
CON - Conflict  
RES - Resolution  
SET - Setting  
VOC - Vocabulary  
LD - Literary Devices

Ž(Branched if **Informative** option  
is selected in Field 5)

### FIELD 6

CP - Central Purpose  
MI - Major Ideas  
SI - Supporting Ideas  
AA - Adjunct Aids  
VOC - Vocabulary

Ž( Branched if **Task** option  
is selected in Field 5)

### FIELD 6

CP - Central Purpose  
KI - Key Information  
KOF - Key organizing Features  
KG - Key Graphics  
IKF - Interrelationship of Key Features  
VOC - Vocabulary

# 1994 Reading Items

GRADE: 08

BLOCK: 25R8

| <u>ITEM</u> | <u>NAEP ID</u> | <u>SHORT DESCRIPTION</u>                     | <u>KEY</u> | <u>CONTENT</u> | <u>PROCESS</u> | <u>P-VALUE</u> | <u>RELEASE STATUS</u> |
|-------------|----------------|--|------------|----------------|----------------|----------------|-----------------------|
| 1A          | R016001        | LOST PEOPLE: (SR) MOST IMPT RE ANASAZI       |            | 2              | 1              | 0.000          | P                     |
| 2A          | R016002        | LOST PEOPLE: (ER) WHY ANASAZI MADE EACH MOVE |            | 2              | 2              | 0.523          | P                     |
| 3A          | R016003        | LOST PEOPLE: (SR) PREFER MESA/CLIFF LIVING   |            | 2              | 3              | 0.655          | P                     |
| 4A          | R016004        | LOST PEOPLE: (SR) OTHER INFO YOU WOULD WANT  |            | 2              | 3              | 0.567          | P                     |
| 5           | R016005        | LOST PEOPLE: WHAT IDEA SUPPORTED BY PHOTOS   | 1          | 2              | 2              | 0.703          | P                     |
| 6A          | R016006        | LOST PEOPLE: (SR) HOW INDUCE THEM LEAVE MESA |            | 2              | 4              | 0.674          | P                     |
| 7           | R016007        | LOST PEOPLE: ANASAZI'S EARLY LIFE - PEACEFUL | 4          | 2              | 2              | 0.588          | P                     |
| 8           | R016008        | LOST PEOPLE: TITLE PAGE IMPRESSION: MYSTERY  | 3          | 2              | 2              | 0.837          | P                     |
| 9A          | R016009        | LOST PEOPLE: (ER) DID SUCCESS CAUSE DECLINE  |            | 2              | 2              | 0.451          | P                     |

**Content:** 1 = Literary Experience  
 2 = To get information  
 3 = To perform a task

**Process:** 1 = Initial understanding  
 2 = Develop understanding  
 3 = Personal response  
 4 = Critical stance

Item Number: 1            Accession Number: W0000823  
Key:    NONE  
Classification Codes:  
N25R    2            INF        SH            IU            CP            SCR

Item Number: 2            Accession Number: W0000824  
Key:    NONE  
Classification Codes:  
N25R    2            INF        SH            DI            MI            ECR

Item Number: 3            Accession Number: W0000826  
Key:    NONE  
Classification Codes:  
N25R    2            INF        SH            PR            MI            SCR

Item Number: 4            Accession Number: W0000827  
Key:    NONE  
Classification Codes:  
N25R    2            INF        SH            PR            MI            SCR

Item Number: 5            Accession Number: W0000828  
Key:    A  
Classification Codes:  
N25R    2            INF        SH            CS            AA            MC

Item Number: 6            Accession Number: W0000829  
Key:    NONE  
Classification Codes:  
N25R    2            INF        SH            CS            CP            SCR

Item Number: 7            Accession Number: W0000831  
Key:    D  
Classification Codes:  
N25R    2            INF        SH            DI            SI            MC

Item Number: 8            Accession Number: W0000833  
Key:    C  
Classification Codes:  
N25R    2            INF        SH            CS            AA            MC

Item Number: 9            Accession Number: W0000832  
Key:    NONE  
Classification Codes:  
N25R    2            INF        SH            PR            MI            ECR

Item Number: 1 Accession Number: WO000823

Key: NONE

Classification Codes:

N25R 2 INF SH IU CP SCR

After reading this article, what do you think is the most important information about the Anasazi?

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Rationale Text:

**Scoring Rationale = Initial Understanding**

Initial understanding requires students to provide an initial impression or unreflective understanding of what was read.

**1. Evidence of little or no comprehension** - These responses contain inaccurate information from the article or inappropriate personal opinions about the article. They do not provide any valid information or appropriate interpretation about the Anasazi as they were portrayed in the article.

**3. Evidence of full comprehension** - These responses provide a specific detail or a general impression from the passage that relates to some aspect of the Anasazi portrayed in the article.

[The Reading Panel determined that it was more appropriate to score this item with a 2-point scoring guide.]

**Examples of statements too vague for a score of 3:**

how they stayed alive  
interesting things they made  
what they ate  
the way they lived/farmed/built houses/grew food  
they worked hard  
they had a rough life

**Examples of specific statements acceptable for a score of 3:**

They left.  
They moved.

Item Number: 2 Accession Number: WO000824

Key: NONE

Classification Codes:

N25R 2 INF SH DI MI ECR

The three moves made by the Anasazi are listed below. Explain the possible reasons that were suggested in the article for each move.

500 - 1200 A.D. -- The Anasazi moved from the alcoves to the top of Mesa Verde.

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1200 A.D. -- The Anasazi moved back down into the alcoves in the cliffs.

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1300 A.D. -- The Anasazi left Mesa Verde.

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Rationale Text:

**Scoring Rationale = Developing an Interpretation**

Developing an interpretation requires students to go beyond an initial impression of a text by linking information across parts of the text or focusing on specific information.

**1 = Evidence of unsatisfactory comprehension** - These responses do not identify the reasons provided by the article for any of the moves that were made by the Anasazi. These responses may provide some facts about the Anasazi but do not relate them to any of the moves.

**2 = Evidence of partial comprehension** - These responses discuss reasons for only one or two of the moves described in the article. They receive credit for one explanation if they state that the article did not provide possible reasons for the first move.

**3 = Evidence of essential comprehension** - These responses identify a reason for three of the moves discussed in the article. The reasons may be brief or simple restatements of information in the article as long as they are logical and taken from the passage.

**4 = Evidence of extensive comprehension** - These responses identify a reason for all three moves, even though the reasons for all the moves are not explicitly discussed in the article. These responses go beyond simply restating the article to interpret some of the information provided in the article as it relates to the moves.

#### **Q2R8 Addendum to Scoring Guide**

##### **Unacceptable reasons for first move:**

- for protection
- for food (too vague)
- to make better houses (not specific enough)
- hard to live in a slanted house

##### **Acceptable reasons for first move:**

- article gives no reason
- probably thought farming was better/easier
- get more rainfall
- closer to farming
- to farm on top
- ran out of room
- so they would not have to climb up and down
- hunt easier
- to build houses of stone and mortar
- so they could live in apartments

##### **Unacceptable reasons for second move:**

- wanted to build a new place (too vague)
- because water became scarce
- top became too crowded
- reasons are not clear
- because Mesa Verde life was hard
- because they had more than 200 rooms

##### **Acceptable reasons for second move:**

- bad growing seasons
- lack of rain
- for protection
- too hot on top
- bad weather
- woods became scarce
- top became too crowded

reasons are not clear  
because Mesa Verde life was hard  
because they had more than 200 rooms

**Unacceptable reasons for third move:**

no reasons were given  
the cliffs were falling apart  
for new farm land

**Acceptable reasons for third move:**

land was not useful  
for better food and water  
everyone was dying  
life was miserable  
for better farming  
living too close together  
driven out by enemies



Item Number: 3 Accession Number: WO000S26

Key: NONE

Classification Codes:

N25R 2 INF SH PR MI SCR

If you had lived with the Anasazi at Mesa Verde, would you have preferred living on the top of the mesa or in the cliff houses built into the alcoves? Explain your preference by using information from the article.

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Rationale Text:

**Scoring Rationale = Personal Response**

Personal response requires students to connect knowledge from the text with their own personal backgrounds, knowledge or experiences.

**1 = Evidence of little or no comprehension** - These responses contain inappropriate information from the article or personal opinions about the article that demonstrate no understanding of life on top of the mesa or in the alcoves. They may answer the question, but they do not explain their preference. Or, they may only repeat information from the prompt.

The top is cooler.

The top would be more fun

alcoves - easier to get to crops (not supported)

alcoves - I'm afraid of heights

**2 = Evidence of partial or surface comprehension** - These responses state a preference but explain it with a vague or somewhat unclear interpretation of the information in the article. Or, they may not state a preference, but they use information from the article to explain the conditions on top and in the alcoves. Or, they state a preference but use information from the article that does not support their preference.

alcoves - easier to build houses

top- more room

top- life was more elaborate

alcoves- more protection/safer (not specific)

alcoves - more comfortable

**3 = Evidence of full comprehension** - These responses state a preference and provide an explanation that reflects an appropriate interpretation of information in the article. The evidence must logically support the preference and must come directly from the text.

top - easier to use for farming  
top - would not have to climb up for food  
alcoves - there would be more land to farm than on the top  
top - it would be too crowded in the alcoves  
alcoves - give protection from enemies  
alcoves - protection from the weather

Item Number: 4 Accession Number: WO000827

Key: NONE

Classification Codes:

N25R 2 INF SH PR MI SCR

If you could talk to the author of this article, what is one question you could ask her about the Anasazi that is not already answered in the article? Explain why you would want to know this information.

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Rationale Text:

**Scoring Rationale = Personal Response**

Personal response requires students to connect knowledge from the text with their own personal backgrounds, knowledge or experiences.

**1 = Evidence of little or no comprehension** - These responses contain inappropriate information from the article or personal opinions about the article but fail to pose any questions concerning the Anasazi. Or, they pose questions that is already answered in the article. Or, they pose questions that provide no indication that they have read the passage (i.e. questions about the author).

**2 = Evidence of partial or surface comprehension** - These responses demonstrate some understanding of the article by posing a question that is not answered in the article. However, the question is accompanied with a circular explanation, or no explanation. Or, they may ask a question about the Anasazi experience that is only vaguely answered in the text and provides essential information about the Anasazi.

**3 = Evidence of full comprehension** - These responses pose one unanswered question about the Anasazi and provide a clear explanation of how this additional information would be useful. The explanation must be non-circular. For example, it may focus on why the question is puzzling or how the answer might be useful on a personal level.

**Q2R8 Addendum to Scoring Guide Item #4**

**Unacceptable questions to ask - Score 1:**

Was it fun back then? (not about the Anasazi)  
How did they live? (is already answered)  
Who were the Anasazi?

**Questions to ask for Score 2:** (These are vaguely answered in the article, but could provide essential information.)

Why did food grow scarce?  
What food did they grow?  
Why did they leave?

**Questions to ask for Score 3:** (When accompanied by appropriate explanation)

What kinds of clothes did they wear?  
Did they have lots of snakes?  
How did they learn to build those houses?  
Where does she think they went? (Article just mentions southwest)  
Why would they build such big houses?  
What was their religion?  
How did they cut down the forest?  
Why didn't they leave before it got so bad?  
Where did they come from? (Not addressed in article)  
What did they look like?  
Who did they go to live with?

**Unacceptable explanations:**

because I would be interested  
because I want to know/it would be neat to know  
because it would be good to learn

Item Number: 6 Accession Number: WO000829

Key: NONE

Classification Codes:

N25R 2 INF SH Cs CP SCR

Imagine that you are living with the people of Mesa Verde during the 1200s when they left the mesa. Some of your friends and neighbors do not want to leave the area. Based on information in the article, what would you tell these people to convince them to leave?

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Rationale Text:

**Scoring Rationale = Critical Stance**

Demonstrating a critical stance requires students to stand apart from the text, consider it, and judge it objectively.

**1 = Evidence of little or no comprehension** - These responses contain inappropriate information from the article or personal opinions about the article that fail to address the need to leave the mesa. Or, they address the issue using inaccurate information to support their opinion.

Example:

Make something out of your life. (Not article specific)

**2 = Evidence of partial or surface comprehension** - These responses discuss one or more ways of convincing the people to leave the mesa. They do so, however, with arguments based on personal conjecture rather than information from the text. Or, they use broad statements such as, "If you stay, you will die" rather than specific information from the text.

Examples:

better/easier life

It would be hard to survive without the entire tribe.

Life is too hard here.

tribes attacking

whole place is awful

**3 = Evidence of full comprehension** - These responses discuss one or more ways of convincing the Anasazi to leave the mesa. The arguments are based on appropriate information from the text.

Item Number: 9 Accession Number: WO000832

Key: NONE

Classification Codes:

N25R 2 INP SH PR MI ECR

Some people say that the Anasazi's success as a civilization may have actually caused their own decline. Using information in the article, explain why you agree or disagree with this statement.

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Rationale Text:

**Scoring Rationale = Personal Response**

Personal response requires students to connect knowledge from the text with their own personal backgrounds, knowledge or experiences.

**1 = Evidence of unsatisfactory comprehension** - These responses do not discuss the validity of the statement. Or, they simply state their agreement with no explanation or an explanation relying on circular reasoning. Or, they give an elaborate opinion that is not text-based.

**2 = Evidence of partial comprehension** - These responses state whether they agree or disagree with the statement, but their explanation is based solely on inappropriate information from the text. Or, they provide some information from the article about the Anasazi, but do not relate it to why the civilization declined.

**3 = Evidence of essential comprehension** - These responses state whether they agree or disagree with the statement and provide an appropriate explanation that is based on information in the article. The explanation must demonstrate a clear understanding of the statement.

**4 = Evidence of extensive comprehension** - These responses assess the statement and provide an explanation that focuses on more than one aspect of the Anasazi's lifestyle. They demonstrate an explicit understanding of causal relationships between events and outcomes by connecting and integrating ideas across the text with their own ideas about the statement. Or, they must demonstrate their understanding of the paradox of success leading to decline.

Q2R8 #9 Scoring Addendum

Note: Responses with no stated opinion cannot get above a 2 score.

**Opinions that Agree:**

Score 4

They demonstrate the paradox. They show how they were successful and link this to how they declined.

Score 3

They provide one or more reasons that were in their control showing how they declined.

Score 2

They provide only reasons that were out of their control.  
(weather, health problems, famine, too little land to farm, climbing, erosion)

**Opinions that disagree**

Score 4

Must provide 2 alternatives for why they declined, each of which being out of their control.

Score 3

Provide only 1 alternative for why they declined- being out of their control.

Score 2

They provide reasons that WERE in their control  
enemies attacking"  
moving all around  
food ran out

**Examples of how the civilization showed success:**

population growth  
good hunters  
good farmers  
successful craftsmen

**Examples of how the civilization did not show success:**

overfarming (unless linked to successful farming practices.)  
cutting down trees (unless linked to elaborate houses)  
overcrowding (unless linked to population growth)  
wore down their teeth with corn meal

Student Sample Responses

1. After reading this article, what do you think is the most important information about the Anasazi?

Their ways of life went on peacefully for several hundreds of years.

Level:

Evidence of full  
comprehension (3)

1. After reading this article, what do you think is the most important information about the Anasazi?

that it was once a place where the Indians lived

Level:

Evidence of little or  
no comprehension (1)



Student Sample Responses

2. The three moves made by the Anasazi are listed below. Explain the possible reasons that were suggested in the article for each move.

500-1200 A.D. – The Anasazi moved from the alcoves to the top of Mesa Verde.

They may have wanted higher ground to prevent flood. Mesa Verde may have had more fertile land than the alcoves.

1200 A.D. – The Anasazi moved back down into the alcoves in the cliffs.

The cliffs may have provided some shelter from wind or rain. The mesa just sits there with no protection of anything.

1300 A.D. – The Anasazi left Mesa Verde.

Food shortage and the cold, harsh winters could have caused this. People didn't live to be very old either.

Level:

Evidence of extensive  
comprehension (4)

Student Sample Responses

2. The three moves made by the Anasazi are listed below. Explain the possible reasons that were suggested in the article for each move.

500-1200 A.D. – The Anasazi moved from the alcoves to the top of Mesa Verde.

Maybe they moved to the top to be closer to their crops.

1200 A.D. – The Anasazi moved back down into the alcoves in the cliffs.

They moved back down because they were taking up land needed for crops.

1300 A.D. – The Anasazi left Mesa Verde.

They left because they had over used the land and could no longer be supported by it.

Level:

Evidence of essential  
comprehension (3)

Student Sample Responses

2. The three moves made by the Anasazi are listed below. Explain the possible reasons that were suggested in the article for each move.

500-1200 A.D. – The Anasazi moved from the alcoves to the top of Mesa Verde.

So that they could farm easier  
and better.

1200 A.D. – The Anasazi moved back down into the alcoves in the cliffs,

The place was no good anymore

1300 A.D. – The Anasazi left Mesa Verde.

The food and water supply ran  
very low.

Level:

Evidence of partial  
comprehension (2)

Student Sample Responses

2. The three moves made by the Anasazi are listed below. Explain the possible reasons that were suggested in the article for each move.

500-1200 A.D. – The Anasazi moved from the alcoves to the top of Mesa Verde.

Because of the things that happened to the lands.

1200 A.D. – The Anasazi moved back down into the alcoves in the cliffs.

Because the water became scarce.

1300 A.D. - The Anasazi left Mesa Verde.

Level:

Evidence of unsatisfactory  
comprehension (1)

Student Sample Responses

3. If you had lived with the Anasazi at Mesa Verde, would you have preferred living on the top of the mesa or in the cliff houses built into the alcoves? Explain your preference by using information from the article.

I would have rather lived in the cliff houses built into the alcoves because they built lots of rooms and it seems like a "Palace".

Level:

Evidence of full  
comprehension (3)

3. If you had lived with the Anasazi at Mesa Verde, would you have preferred living on the top of the mesa or in the cliff houses built into the alcoves? Explain your preference by using information from the article.

I would rather live in cliff houses built into alcoves because they seem safer and funnier to live in.

Level:

Evidence of partial or surface  
comprehension (2)

3. If you had lived with the Anasazi at Mesa Verde, would you have preferred living on the top of the mesa or in the cliff houses built into the alcoves? Explain your preference by using information from the article.

I probably would have preferred the cliff houses built into the alcoves.

Level:

Evidence of little or  
no comprehension (1)

Student Sample Responses

4. If you could talk to the author of this article, what is one question you could ask her about the Anasazi that is not already answered in the article? Explain why you would want to know this information.

where was the grasses and mud and water found? They needed something to make the bowls, houses and water to drink.

Level:

Evidence of full  
comprehension (3)

4. If you could talk to the author of this article, what is one question you could ask her about the Anasazi that is not already answered in the article? Explain why you would want to know this information.

I would want to know why they didn't just stay in the alcoves in the cliffs. Because it just seems stupid to move from one place to another + then back again.

Level:

Evidence of partial or surface  
comprehension (2)

4. If you could talk to the author of this article, what is one question you could ask her about the Anasazi that is not already answered in the article? Explain why you would want to know this information.

how did they survive?

Level:

Evidence of little or no  
comprehension (1)

Student Sample Responses

6. Imagine that you are living with the people of Mesa Verde during the 1200's when they left the mesa. Some of your friends and neighbors do not want to leave the area. Based on information in the article, what would you tell these people to convince them to leave?

*The flooding is dangerous & the food will run out soon.*

Level:

Evidence of full  
comprehension (3)

6. Imagine that you are living with the people of Mesa Verde during the 1200's when they left the mesa. Some of your friends and neighbors do not want to leave the area. Based on information in the article, what would you tell these people to convince them to leave?

*I would say that if they joined us, they would find a better life, much better than the alcoves had been.*

Level:

Evidence of partial or surface  
comprehension (2)

6. Imagine that you are living with the people of Mesa Verde during the 1200's when they left the mesa. Some of your friends and neighbors do not want to leave the area. Based on information in the article, what would you tell these people to convince them to leave?

*I would say its haunted &*

Level:

Evidence of little or  
no comprehension (1)

Student Sample Responses

9. Some people say that the Anasazi's success as a civilization may have actually caused their own decline. Using information in the article, explain why you agree or disagree with this statement.

I agree because in the article it explains how the tribe kept growing and growing because of how successfully they farmed the land and lived in peace, because of this they were able to live longer and more children would survive. The tribe kept growing faster and faster. They started to run out of food, because there wasn't enough farmland and there weren't enough animals left to feed the whole tribe. This caused them to begin to die of starvation. The tribe would never be the same because there was no food.

Level:

Evidence of extensive  
comprehension (4)



## Student Sample Responses

9. Some people say that the Anasazi's success as a civilization may have actually caused their own decline. Using information in the article, explain why you agree or disagree with this statement.

I agree because when they moved to the top of the mesa, they cut down all the trees which let the rain wash away their good soil, and so on.

Level:

Evidence of essential  
comprehension (3)

9. Some people say that the Anasazi's success as a civilization may have actually caused their own decline. Using information in the article, explain why you agree or disagree with this statement.

I agree they might of thought everything would always be good, and peaceful so when something wrong happened they didn't know what to do, so they panicked.

Level:

Evidence of partial  
comprehension (2)

9. Some people say that the Anasazi's success as a civilization may have actually caused their own decline. Using information in the article, explain why you agree or disagree with this statement.

I disagree with this statement because how could the success of a civilization cause their own people to decline

Level:

Evidence of unsatisfactory  
comprehension (1)